



Assessment, Recording and Reporting Policy

Purpose of the policy

- To develop effective, efficient, consistent methods through which a child's progress is monitored;
- to inform decisions about future curriculum developments for individual pupils;
- to outline the effective recording systems throughout the school which ensure consistency and continuity between year groups;
- to ensure that statutory requirements are fulfilled.

Assessment Principals and Practice

Assessment is:

- **at the heart of teaching and learning:** *providing evidence to guide teaching and learning and giving the opportunity for students to demonstrate and review their progress.*
- **fair:** *inclusive of all and free from bias towards factors that are not relevant to what the assessment intends to address*
- **honest:** *outcomes are used in ways which promote positive action, are conveyed in an open, honest and transparent way to assist pupils with their learning. Judgements are moderated by experienced professionals to ensure their accuracy.*
- **ambitious:** *places achievement in context against nationally standardised criteria and expected progress standards. High expectations will be set for all learners.*
- **appropriate:** *the purpose of any assessment should be clearly stated and be appropriate to age, task and feedback information. It should draw on a wide range of evidence to provide a complete picture of pupil achievement, not just a 'snapshot'. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.*
- **consistent:** *Judgements are formed according to common principles. School results should be capable of comparison with other schools, both locally and nationally.*

Stakeholders

Assessment outcomes provide meaningful and understandable information for:

- A. **pupils** in developing their learning;
- B. **parents / carers** in supporting children with their learning;
- C. **teachers and support staff** in planning teaching and learning.
- D. **school leaders and governors** in planning and allocating resources; and
- E. **government** and agents of government.

Our approach to assessment

At Leyburn CP School, we believe that assessment feedback should celebrate achievement, inspire greater effort and foster a belief that, through hard work and practice, more can be achieved.

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning. It is integral to high quality teaching and learning and helps us to ensure that our teaching is appropriate and that learners are making at least expected progress
- Through staff development meetings, we moderate our judgements together.
- We have a senior leader who is responsible for assessment (Mrs Beveridge).

Our method of assessment

- Judgements will be moderated by colleagues in school and in other schools to make sure our assessments are fair, reliable and valid. Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools.
- Assessment criteria is derived from the school curriculum, which is composed of the National Curriculum and organised into a thematic approach. We assess pupils against lesson expectations and assessment criteria, known as Key Performance Indicators, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do according to their age-related expectations. This is done continuously as part of the teaching and learning process.
- We will update Target Tracker, our computerised tracking system, at various points throughout the year. Each pupil is assessed on each statement as either 'not begun', working towards' or 'achieved' in the band expectations for that year. The pupil will also, at the end of each half-term, be given a step grading of:
 - b / b+ = below the year band
 - w / w+ = working within the year band
 - s / s+ = secure in the year band

This system has been devised to provide quantitative information for strategic data collection and analysis.

- Where a pupil is assessed as meeting or exceeding the relevant criteria in a subject for that year their learning will be challenged to steer them towards 'mastery' and depth of understanding rather than extension work into the next year group expectations.
- Assessment judgements will be recorded and backed by a body of evidence created using observations, records of work and testing.

Our use of assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes. Data will be used to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.
- The information from assessment is communicated to parents and pupils on a termly basis through a range of parents' meetings, pupil progress meetings and end of year reports. Parents and pupils will receive rich, qualitative profiles of what has been achieved and indications of what they need to do next.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art, music, drama, behaviour, and social and emotional development

Recording

- Annotated planning and 'next steps' will identify the successful link between planning and learning outcome. Subsequent lessons should reflect the previous learning outcomes.
- Records give a clear and accurate picture of the child.
- Records are to be regularly updated and easy to maintain.
- Records provide clear evidence of National Curriculum achievements.
- Records contain information that is useful to other professionals.
- Records to be used as a key tool in ensuring continuity and progression.
- Records of summative assessments for maths, reading and writing will be regularly updated. Science, and the foundation subjects will be assessed through formative means.
- Maths, writing and reading leaders' summaries of data analysis is reported to the Headteacher and the SLT, who scrutinise and collate the school's strengths and areas for development and address accordingly. These records, along with pupil progress meetings, are a prime source of evidence of achievement and an important aid in accountability and will be shared with governors.
- Submission dates for assessments will be clearly stated, in advance, in the calendar for each academic year.

Reporting

- Termly reports (written and/or verbal) will highlight achievement and progress and include indications for future developments.
- Written reports to be given to parents annually.
- Reporting to parents will be clear, succinct and informative.
- Reports to conform to statutory requirements.

The school has a well-established system for reporting to parents. This consists of:

- **Autumn Term** - parents are invited to attend a consultation evening where the child's progress towards settling into a new academic year and end of year targets are discussed.
- **Spring Term** - parents are invited to attend a second consultation evening where the child's progress is discussed in terms of age-related and personal expectations.
- **Summer Term** - parents receive a full written report which includes details of the child's achievements and progress for the academic year. An open evening allows parents/carers to meet their child's new class teacher and have an opportunity to discuss the report.

In addition, the school has an open door policy for parents whereby staff are available to consult with parents at a mutually convenient time.

Leadership & Management

- To ensure there is a shared understanding and common practice amongst staff.
- To maintain a coherent policy and carry out regular evaluation.
- To monitor and analyse results of summative assessments.
- To develop effective target setting strategies.
- To use ICT (Target Tracker) as an aid for assessment, recording and reporting.
- To ensure that statutory requirements are fulfilled. Records will detail Teacher Assessments [TA] and the results of SATs.
- Each term, the SLT and Subject Leaders will conduct data analysis along with book/planning scrutiny and pupil progress meetings to identify strengths and areas for development across the school. These will be fed back to the Headteacher and used to amend subject action plans and identify next steps. This may include organising any staff training relevant to the policy requirements. The success of this policy depends of the full cooperation of staff and due regard will be given to staff opinion.

Monitoring and Evaluation

This policy will be regularly monitored and evaluated against the following criteria:

- A variety of assessments strategies will be used.
- Methods are being developed to ensure consistency of Teacher Assessment.
- Records are accurate and systematic.
- Records are used to inform future plans and are passed on to subsequent teachers.
- Agreed reporting methods are being used.
- The policy is used by staff in practice.
- The policy is reflected in all subject areas.
- Evidence from the results of assessments is used as performance indicators.
- Statutory requirements in assessment, reporting and reporting are adhered to.

Assessment strategies

Assessment *of* learning

Core subjects:

- One summative assessment for maths, reading and writing is undertaken each half term; pupil outcomes are judged against the national curriculum objectives which are summarised as Key Performance Indicators.
- Writing Assessments take the form of one unaided piece of writing per term and one teacher assessment based on a range of evidence gathered during the term and/or year.
- Reading assessments are as above for teacher assessment through class reading and guided reading sessions.
- Maths assessments are as above for teacher assessments and a summative assessment based on the school's choice of provider.
- Science is assessed on a termly basis in the same manner as the foundation subjects below.

Foundation subjects:

On-going TA during lessons and at the end of each unit is used to assess pupil attainment against national curriculum objectives using KPIs.

Assessment *for* Learning

- **Self-Assessment** - All will children have opportunities to assess their own attainment and achievement through a variety of methods, such as 'Rainbow Editing'.
- **Peer Assessment** - As with self-assessment, peer assessment should be used in a variety of ways.
- **Daily annotations** – Planning records / Distance Marking sheets should show evaluation and notes which will be used by teachers to plan subsequent lessons that relate directly to the children's understanding and specific needs.
- **Observation** – Observation is a tool which should be used continually by the teacher. Observations can be planned for and have a particular assessment focus or they may be an incidental observation made by the class teacher or teaching assistant.
- **Discussion/Questioning** – Discussion and questioning are an integral part of classroom activity and are closely linked to the personal and social development of a child. For example, teachers will value opportunities for children to report back to the class about their work, to explain to others what they are doing, to take their turn in discussion and be able to ask questions. The discussions will be at individual or group level to provide a variety of opportunity which is important to both teacher and child. Teachers should use a range of questioning techniques.

Marking guidance – responding to children’s work

Through marking and feedback, staff should seek to identify strengths, achievements and difficulties to inform assessment and planning.

Aims

- To aid future planning.
- To improve motivation and self-esteem.
- To provide additional opportunities for self-evaluation.
- To correct and assess.
- To evaluate teaching effectiveness.
- To extend and challenge.
- To model expectations.

Objectives

- Children will be able to explain what teachers’ marks mean.
- Children can comment confidently on their own work.
- Children can reflect on their own progress.
- Children are involved in setting their own realistic targets.
- Children can review achievement of their targets.
- Teachers will use assessment derived from marking to inform future planning, thereby making explicit links between planning, assessment and feedback.

All staff and pupils will be aware of marking practices and codes. These should be displayed and referred to in all classrooms and are available on request.